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Reports of the New Mexico Superintendent of Public Instruction

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Report of the Superintendent of Public Instruction ... <March 1, 1891, to December 31, 1891>-<for the year ending December 31st, 1896>, <for the scholastic year ending October 1, 1902>, <for the scholastic year ending October 1, 1904>

Annual report of the Superintendent of Public Instruction to the Governor of New Mexico, <16th (December 1906)>

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TERRITORY OF NEW MEXICO.

REPORT

—OF THE—

SUPERINTENDENT OF PUBLIC INSTRUCTION,

AMADO CHAVES,

FOR THE YEAR ENDING DECEMBER 31ST, 1896.

SANTA FE, N. M.:
NEW MEXICAN PRINTING COMPANY.
1896.

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SANTA FE

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COUNTY SCHOOL SUPERINTENDENTS.

County	Name	Postoffice
Bernalillo.....	BENICIO F. PEREA.....	Albuquerque
Chaves.....	JAMES W. MULLENS.....	Roswell
Colfax.....	JOHN MORROW.....	Raton
Doña Ana.....	S. W. SHERFEY.....	Las Cruces
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LETTER OF TRANSMITTAL.

TERRITORY OF NEW MEXICO,
OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION, }
SANTA FE, N. M., Dec. 31, 1896.

To his Excellency, Wm. T. Thornton, Governor of New Mexico:

SIR:—Herewith I have the honor to submit my report as Superintendent of Public Instruction for the year ending December 31, 1896.

Your obedient servant,
AMADO CHAVES,
Superintendent Public Instruction.

REPORT OF TERRITORIAL SUPERINTENDENT OF PUBLIC INSTRUCTION.

Notwithstanding the scarcity of funds with which more or less all enterprises, as well as all the branches of public administration had to contend with, our schools have kept steadily on the highway of progress. It is only a few days since the magnificent building, to be from now on the abode of the first Normal School of New Mexico, at Silver City in Grant county, was officially turned over by the contractors to the Board of Regents of said institution. Some of the towns have improved their already splendid school accommodations, second to none in the whole country, and several new school houses are either in progress of construction, or have been built during the last year in various rural districts. All the people of this Territory work unceasingly to perfect in every possible way and manner our system of education. Our teachers, without one single exception, labor with true love and energy in the vast field stretch-

ing out before them. Let it be repeated here again, that the bonafide residents of New Mexico are capable, more than capable, of filling all the positions in our schools, and that there is absolutely neither any need nor any necessity of importing teachers from beyond the boundaries of the oldest settled country in these United States. The graduates of the University of New Mexico, of the Colleges of Agriculture and Mines, of the old and renowned college of San Miguel and of the famous Academy of Loretto are in every respect the equals of those who come here, armed with diplomas of similar institutions in the East. It is not only a very short sighted policy but also a great injustice, that the best positions should be given to strangers, and that our own people should be relegated to the remote, poorly paid districts schools. Charity begins at home, and very little honor it is, to prefer under equal circumstances the unknown stranger to the well known child of the Territory. This important matter should engage the serious consideration of the gentlemen who within a few days will meet to legislate for the rights, justice and benefit of New Mexico. Our legislature should provide means and amend our school laws in such a manner as to insure to our young men and women, who have spent in arduous study their time in the aulas of our institutions of learning, the just premium of their application. Their interests must not be allowed to be at the mercy of any one, nor to be placed in jeopardy by the petty likes or dislikes, or unreasoning prejudices, or foolish aversions of some one who may have a temporary voice or vote in educational matters. Let us protect, sustain our home teachers! Let us hold out to our own youth, the just recompense of their labor!

There is another subject which calls for the action of our next legislature, and this is the collection of the

POLL TAX.

As the law stands at present it is almost a matter of impossibility to collect this tax. It should either be abolished and

another imposed in its place, or it should be collected by the county collector as are all other taxes. A look at the statistics attached to this report will be sufficient to show that only an insignificant amount is derived therefrom.

SCHOOL SUPERINTENDENTS OF COUNTIES.

The law in reference to this important office should also be amended. This office is no sinecure, and the gentlemen who during the last five years labored so conscientiously to comply with the duties of their charge, have been very seriously handicapped by the limited powers conferred upon them by our present laws. In reality, the county superintendent has no power neither over the teachers nor over the directors, and his position in relation to the boards of education of incorporated cities is, to say the least, ridiculous and anomalous. If the voice of the people selects a person to watch over its educational interests, that person should at least be vested with the powers necessary for this object, and not be under the humiliating obligation of being only a figure head, unable to remedy evils he may notice, or of correcting abuses he may be aware of.

I especially beg that Your Excellency will call the attention of the legislature to that portion of the school law, touching the powers of the county school super ntendents. As the law stands at present, the school directors have nearly all the power and the superintendents, who are supposed to guard the interests of the people, are powerless to stop abuses or to prevent extravagant expenditures. The county superintendents should be clothed with more power and authority if efficient service is to be expected of them. A provision should be made that no contract whatever should be valid without the approval of the superintendent. The only thing that the superintendent has a power to do now, is to sign the warrants for the teachers' pay. The directors have full authority to employ teachers, to fix their salaries and to buy all supplies at any figures they may see fit. In order to improve the service, the county superintendents should be given ample power and authority to pro-

tect the school fund. They are now required by law to visit every school district at least once a year, and in doing so half of their salaries are used up. It would be well to provide in some way for aiding them in defraying this necessary expense. Another thing that requires attention at the hands of the legislature is the matter of teachers' certificates. The present law does not fix any limit. They should be limited to a reasonable length of time, and provision should be made for teachers who have devoted many years to teaching. After five years constant and faithful service teaching they should be allowed a life certificate by the Territorial Board. This would be nothing but an act of plain justice to the most meritorious of public servants.

APPORTIONMENTS.

Our school law prescribes that no district shall be entitled to any apportionment unless school has been taught at least therein for three months during the preceding year. The Solicitor General of the Territory has held that this law applies also to newly formed districts, and that therefore such districts can not be included by the county school superintendent in his quarterly apportionments, unless they have *a priori* complied with the aforesaid provision. As this is utterly impossible, this section should be correspondingly amended.

SPANISH.

In each and every one of my former reports I have called attention to the absolute necessity, that teachers in school districts where the prevailing language is Spanish should have a fair knowledge of this highly important, interesting and sonorous language, and that our territorial institutions should require their graduates to attend a complete course of same. Spanish is, after English, of paramount importance on the whole continent of America, of far greater practical value to our children than the rest of modern or dead languages. Spanish-America offers a vast, unexplored field to the enterprise, energy and intelligence of the youth of the United States. It is a

crime against nature and humanity to try and rob the children of New Mexico of this, their natural advantage, of the language which is their's by birth-right, to deprive them unjustly the of advantages, great and numerous, which those have who command speech in two languages. English and Spanish are to go hand in hand in our schools, and only the height of bigotry and supine ignorance will or can ever affirm that the possessor of more than one language is unfit to be a good citizen. There is hardly one child in this Territory who does not speak and understand the English language more or less, but at the same time he uses and listens in reverence to the sweet sounds of the mellifluous tongue, in which his beloved mother taught him the first prayer. Is this a crime? Has this child not the inalienable right to be taught the language of his forefathers, who, with their blood, redeemed this fair soil from the ravages of the savage Apache, and whose own parents, by the sweat of their brow, and the hard constant labor of their hands help to sustain our schools, contribute to their maintenance. It does not matter how poor the settlers and residents of outlying distant districts may be, they have exactly the same rights as the denizens of cities, and therefore, he who teaches in districts where Spanish is generally spoken must have a knowledge of it, so as to be able to teach intelligently. This matter also requires the attention of the next Legislature.

PUEBLO INDIANS.

During last school year, children of Pueblo Indians, under a contract with the Honorable Commissioner of Indian Affairs, were admitted to four of our public schools. The teachers there did excellent work, and the Indians, parents and children, were highly pleased and satisfied. Owing to circumstances, which this office is unable to know or fathom, this beneficial system was hedged around with certain provisions, which made it impossible to keep it up, and which absolutely nullify all and every one of its benefits.

All of the Pueblo Indians were very anxious, that their chil-

dren should be taught at home, and by teachers who understood their language, customs and manners.

These Indians are not savages like the Apaches and other nomadic tribes. They have followed agricultural pursuits long before the first European first placed his foot on American soil. Their customs and manners have become to them sanctified by ages. Those noble friars to whom the Southwest owes its civilization understood this fact well. They did not therefore for their own personal comfort bundle the Indian children together in some Spanish settlement and make a pretense of teaching them. No, these valient sons of Saint Francis went to the Indian towns. There they partook of the Indian's humble fare, learned his ways, his language; this object accomplished, they instructed the Indians not only in the doctrine, but also in letters, mechanical arts and agricultural pursuits. This wise system gave magnificent results. The Pueblo Indian hates to have his sons and daughters abandon their home, and for good reasons; for the result of education in institutions beyond the limits of the village, has been in many cases far from encouraging.

CONCLUSION.

As my official term is about to terminate, I wish to express in this my last report my most sincere thanks to all the friends of education throughout the Territory for their kind co-operation, and for the encouragement that I have received at their hands at all times. It has been my privilege and good fortune to be the first Superintendent of Public Instruction of New Mexico. I will retire with the satisfaction of having performed every duty imposed upon me in a faithful manner, and to the very best of my ability. A few years ago the Territory was without a system of education. The people ever loyal and true were working under very great disadvantages, but in spite of all the difficulties that have been encountered, New Mexico may well look with pride to the advancement and progress that has been made in the last few years. There is not today a single village in which a school is not taught some portion of the year,

and the noble band of teachers who have had charge of our institutions of learning are entitled to the highest praise.

In conclusion I beg to call attention to the following brief resume:

Number of schools.....	550
Number of teachers.....	745
Average number of months taught.....	8
Census.....	49,314
Enrollment.....	27,087
Total daily average.....	18,980
Total receipts.....	\$302,289.81
Total expenditures.....	332,940.75
Total value of school property.....	774,089.57
Total amount of indebtedness.....	68,023.96

Very respectfully submitted,

AMADO CHAVES,

Superintendent of Public Instruction.

TERRITORIAL INSTITUTIONS.

UNIVERSITY OF NEW MEXICO.

Whilst nothing very remarkable has characterized the progress of the University during the past year, it has moved steadily forward toward the attainment of its legitimate positions. The appropriations for its support have not differed materially from those of former years. The attendance, in numbers, has not been quite so large, but this can be easily accounted for. The Board of Regents wisely decided to abolish the sub-preparatory classes. This step was necessary. The demands for more advanced work have greatly increased, and with a force at command it was impossible to carry these lower grades, which can be accommodated in the public schools. At the opening of the current year at least thirty were refused admittance. The improvements mentioned in the last report have gone into operation and have greatly advanced the work

of the institution. About two hundred volumes have been added to the reference library, and, by the thoughtfulness of our delegate in Congress, the University has been made the official repository of public documents. From this source, the library is receiving steady accessions of valuable books for reference. The organization of the University has been made more perfect and symmetrical. At the beginning of the current year, the board appointed a regular head of the Department of Sciences, thus affording opportunities in this line not before enjoyed. At the same time, they assigned the chair of Latin, Greek, French and German to one professor, and appointed a native of New Mexico to the position of instructor in Spanish.

All of these changes have proven very satisfactory, and the board is especially gratified that they have been able to employ one of the students of the University—a young man born and reared in Bernalillo county, to the responsible position of instructor in Spanish. This instruction is much sought for by strangers who spend a longer or a shorter time in the Territory, and, without exception, these speak in the highest terms of the advantages enjoyed at the University. Some changes have been made in the faculty. Prof. Marshall R. Gaines resigned at the close of the past year the chair of languages and natural sciences, and Prof. Alcinda L. Morrow that of principal of the normal department and instructor in Spanish. These positions have been filled by the election of James Hay Paxton to the chair of languages, and Randolph W. Tinsley to the chair of natural sciences; by assigning the principalship of the normal department to the vice-president, and by employing Atanasio Montoya as instructor in Spanish. It is believed that the University is so organized and equipped as to confidently invite the patronage of the people of New Mexico. It sustains an excellent commercial department; a department of mathematics, a department of Latin, Greek, French and German, with a separate and special teacher of Spanish; a department of the sciences, embracing botany, zoology, physics, geology, anatomy,

etc., and a normal department. All students have access to an excellent and constantly increasing general and reference library. The department of pharmacy was dropped for the present at the close of the past year. It did good work, and at last commencement three young men were graduated from it, two of whom are now absent taking advanced work, either in medicine or pharmacy, and the other is employed as assistant chemist in a large manufacturing establishment.

Although the University needs many things, it can be stated that, in all the essential elements of an excellent institution of higher grade, it is moving steadily forward.

NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS.

MESILLA PARK, N. M., Nov. 30th, 1896.

*Hon. Amado Chaves, Superintendent of Public Instruction,
Santa Fe, N. M.*

DEAR SIR:—I have the honor to submit the following report of the New Mexico College of Agriculture and Mechanic Arts:

The following changes in the Faculty have taken place during the past year: S. P. McCrea, President and Director, was succeeded by C. T. Jordan, A. M.; A. E. Davisson, Professor of Latin and Principal of Preparatory Department, resigned, and was succeeded by W. W. Robertson, A. M., to whom was also given the professorship of English; the departments of Professors Cockerell and Wooton were combined and placed under Professor J. D. Tinsley, who was elected Professor in Biology; G. W. Miles was given charge of Astronomy and Geology, and also made instructor in book-keeping, in place of Professor Christman, resigned.

The name preparatory department was changed to sub-freshman; Miss G. Combs, of Central College, Missouri, was employed as an assistant in the sub-freshman department. J. P.

Stewart, Instructor in Telegraphy, resigned, and was succeeded by J. F. Bennett, Jr.

The following departments are now being conducted (1) agriculture and horticulture, (2) chemistry, (3) biology, (4) engineering and physics, (5) mathematics, (6) history and political science, (7) mental science, (8) elecution and physical culture, (9) languages and literature.

The courses of study during the year 1895-96 have been four, viz: (1) Scientific, (2) agricultural, (3) mechanical engineering, (4) irrigation engineering. These courses, with a very few exceptions, are alike in the freshmen and sophomore years. For these years, the branches of study have been selected because of their value in securing mental culture, in widening the student's intellectual horizon, and in furnishing the necessary preparation for the strictly technical studies of the junior and senior years.

Each course includes training in language, literature and history. These subjects are especially valuable for their influence in the formation of character and of current views of life and its purposes. They develop breadth of view and promote liberality of opinion, both of which are necessary for rapid advancement in any field of labor. An attempt is made to carefully supplement theory with practice in all courses.

Every male student in the regular college courses is required to take shop practice during the freshman year. This work consists of one term of carpentry, one term in wood turning and one term in blacksmithing. The time allotted to practice is seven hours per week, and the exercises given are the same as for regular mechanical students. All college students are also given five hours a week throughout the year in industrial drawing.

The class of '96 was composed of four members: Mae Gilmore, Alfred Holt, Albert Peterson, Clarence Rhodes. The commencement exercises were excellent and were appreciated by a large and intelligent audience.

The enrollment on November 30th, 1896, was as follows: Seniors, 3; juniors, 9; sophomores, 6, freshman, 18; specials, 13; post-graduate, 1. Total, 50.

Business Department Students—Book-keeping, 11; stenography, 11; telegraphy, 3. Total, 25.

Sub-Freshman Department, 71. Total in all departments, 146.

This number, compared with last year's enrollment, shows an increase of 19 in the college department, and 21 in the sub-freshman department, and a decrease of 6 in the business department, and an increase of 34 in all departments.

The New Mexico College of Agriculture and Mechanic Arts is today, on account of its large and able faculty, its well equipped laboratories, its shops with their splendid facilities, and the aid which it receives from the national government, one of the best educational institutions in the west, and certainly deserves the patronage of the citizens of New Mexico.

The library now numbers about 3,000 volumes and about 2,000 pamphlets. Each department is supplied with a technical library for daily use in the class work.

The reading room is supplied with about seventy of the leading magazines, journals, and papers. The advantages of such a library and reading room can not be over estimated.

The tendency of education being toward the industrial, it may be of interest to the people of New Mexico to know that the equipment of our mechanical, scientific and agricultural departments is such as to afford to the youth of our Territory an excellent opportunity to secure a first-class industrial education: All of our college courses are based upon this great principle.

The scientific course of this college is one of the best courses to be found anywhere. It embraces training in geometry, advanced algebra, trigonometry, higher algebra, analytic geometry, calculus and astronomy; a year's work in each of the following subjects: Physics, botany, chemistry, general history, political science, mental science; a term's work in each of

the following: History of civilization, zoology, entomology and physiology; also two years' work in Latin or Spanish. Additional laboratory work in any of the sciences is given in the senior year. In fact, this course gives such training as will make a well-rounded college course.

The agricultural course as now arranged affords a good liberal education and gives to the student in agriculture a practical knowledge of scientific farming.

The engineering courses are such as to turn out not only good engineers, but well-educated men.

The business department is in excellent condition, and to those who do not have much time or means there is here offered an excellent chance to get a good business education in any of the three lines, viz: Typewriting and stenography, book-keeping and telegraphy, in one year:

Connected with the College and under its control and guidance is the agricultural experiment station, which is devoted to investigation in science as related to agriculture. For experimentation in agriculture and horticulture there is provided a college farm of 100 acres, all of which is in cultivation. In order that the experiments may be made in the varied soils and climates of the Territory, branch farms have been established at Aztec, in San Juan county, in charge of H. H. Griffin, B. S.; at Las Vegas, in San Miguel county, in charge of F. O. Kihlberg, and at Roswell in Chaves county, which is not yet in operation.

The Board of Regents—William T. Thornton, Governor, ex-Officio; Amado Chaves, Superintendent of Public Instruction, ex-officio; A. Jones, Las Vegas, term expires 1901; Robert Black, Silver City, term expires in 1897; Thomas J. Bull, Mesilla, term expires in 1898; Demetrio Chavez, Mesilla, term expires in 1899; G. A. Richardson, Roswell, term expires 1900.

Faculty—Cornelius T. Jordan, A. M., President and Professor of Psychology and Logic.

John P. Owen, Vice-President and Professor of History and Political Science.

Clarence T. Hagerty, M. S., Professor of Mathematics.

Arthur Goss, M. S., S. C., Professor of Chemistry.

George Vestal, Professor of Agriculture and Horticulture.

Frank W. Brady, M. E., Professor of Mechanical and Irrigation Engineering and Physics.

Walter W. Robinson, A. M., Professor of English and Latin and Principal of the Sub-Freshman Department.

John D. Tinsley, Professor of Biology.

Geo. W. Miles, M. S., Professor of Astronomy and Geology and Instructor in Book-keeping.

Instructors and Assistants—Miss Ada M. Jones, Instructor of Spanish and Assistant in the Sub-Freshman Department.

Frank E. Lester, Instructor in Stenography and Typewriting and College Clerk.

R. Fred Hare, M. S., Instructor in Chemistry.

Fabian Garcia, B. S., Meteorologist and Assistant in Agriculture and Horticulture.

Chas. Mills, Instructor in College Shops.

Jos. F. Bennet, Jr., Instructor in Telegraphy.

Miss Ellen F. Gibson, Instructor in Elocution and Physical Culture and Assistant in the Sub-Freshman Department.

Miss Geraldine Combs, Assistant in the Sub-Freshman Department.

Respectfully submitted,

CORNELIUS T. JORDAN,
President.

SCHOOL OF MINES.

*Hon. Amado Chaves, Superintendent of Public Instruction,
Santa Fé, N. M.*

DEAR SIR:—I herewith submit our annual report for the year 1896:

The first session of the School of Mines ended May 7, 1896, with a total enrollment of twenty-three, of whom 35 per cent were from outside of Socorro. There were two graduates—Al-

win Offen, of Butte, Montana, who received the degree, Engineer of Mines, and Leo R. A. Suppan, of St. Louis, Mo., who received the degree of Bachelor of Science in Chemistry and Metallurgy. The termination of the session was celebrated by appropriate exercises, with addresses by Thomas Harwood, President of the Board of Trustees, and Prof. Hiram Hadley, of the University of New Mexico.

The second session opened September 21, with an enrollment of twenty, which has since been increased to twenty-six, an increase of eighteen per cent. When it is remembered that the funds of the school have not permitted the insertion of a single advertisement in any of the papers of the Territory, and when we consider the great business depression, it is a matter of surprise that there has not been a falling off in attendance rather than an increase. I am glad to be able to report that the students, as a rule, are working diligently and making very satisfactory progress. The faculty of the school, for lack of funds, has been necessarily decreased to myself and a single assistant, and we are scarcely able to discharge properly the duties imposed upon us.

If the school is to fulfill the demands made upon it by the people of the Territory its equipment must be completed in accordance with the original design and the appropriations for maintenance and support must be increased. Ten thousand dollars will be required to make the now necessary additions to the equipment, distributed as follows:

Equipment for the metallurgical laboratory.....	\$2,000 00
Equipment for the engineering laboratory.....	1,500 00
Equipment for the mining laboratory.....	5,500 00
Reference books for the library.....	1,000 00

For the past two years the school has been conducted upon the revenues derived from a tax of one-fifth of a mill, which has only yielded an average of \$4,700 per annum. The school cannot perform its functions during the ensuing biennial period unless its appropriation for support is at least doubled; indeed,

its income should not be less than \$15,000 per annum. It must be remembered that the School of Mines has two important functions to discharge for the people of New Mexico. It stands in its relation to the great and but partially developed mining interests of the Territory, as does the Agricultural College to the agricultural interests. Besides its work in educating and training the youth of the Territory for the purpose of developing the mining and metallurgical industries, the people of the Territory make the following demands upon it:

1. To supply them with full and detailed information concerning new mineral deposits discovered in the Territory; to acquaint them with the values of the minerals and the best methods of mining, developing and getting their products upon the market.

2. To make petrographical examinations of the country and vein rocks in the various prospects and mines and advise them of the relations they bear to minerals of value.

3. To give accurate information concerning the local geological features of the respective portions of the Territory and to advise concerning the best methods for milling their ores. This requires that the officers of the school should visit the various localities and make stays of sufficient length to acquaint themselves with the various phenomena presented.

4. Parties from outside the territory looking for mining investments are constantly appealing to us for information concerning the mineral resources of the Territory. They believe, very justly, that we are disinterested and look to us for that preliminary information required by capitalists essential to induce them to examine certain localities at their own expense.

I have not the slightest hesitation in saying that the school has failed to meet these very just expectations; and further, that it will continue to fall short until its equipment is made adequate to the demands made upon it, and the appropriations for maintenance are sufficient to employ enough men to dis-

charge the duties and obligations devolved by law upon the school.

The school offers three courses of study of four years each, with two years preparatory work in addition, leading to the degrees respectively of Engineer of Mines, Civil Engineer and Bachelor of Science in Chemistry and Metallurgy.* Special courses for suitably prepared students are also offered to meet the wants of applicants. During my connection with the school I have found much interest displayed in our work at home and abroad.

The school publishes a catalogue which furnishes in detail full information concerning its work, its aims and objects. I mail you under another cover a copy of the same and respectfully refer you to it for further information desired.

With assurance of my profound respect, I remain,

Very truly yours,

W. H. SEAMON,
Director.

NEW MEXICO INSTITUTE FOR THE DEAF,
DUMB AND BLIND.

SANTA FÉ, N. M., Thanksgiving Day, 1896.

Hon. Amado Chaves, Superintendent of Public Instruction:

DEAR SIR:—I have the pleasure of reporting that the school is in excellent condition, and is still going ahead on its usual work, this term. The annual session opened on the first day of October last with eleven deaf pupils and five blind ones in attendance. The building had been well repaired and thoroughly cleaned during the previous vacation. The instructors for this term are the superintendent, teaching the advanced class of deaf pupils; Miss A. L. Gunn, teaching the deaf pupils in articulation, and Miss B. P. Wright, teaching the class of blind pupils. All these classes have been working successfully and nicely. Their different tasks are very excellent

and important features of the school work. All that we aim to educate and train the pupils in, is the bettering, improving and developing of the mind and body of every youth in the school. The general education of the deaf and the blind is designed to fit them for the various duties and practical work of life, with a knowledge of language and of what will make them good, useful, happy, and true men and women.

There are still many deaf and blind youths left to grow up in ignorance and in an atmosphere of intemperance, in the Territory and they are sorely needing an education. The Territory should feel it a duty to give them a proper education and moral character in order to fit them to discharge the duties and responsibilities of good positions and respected citizenship, as well as for life's battles in this hard world. The public school system is based upon the right of every American child to a liberal education, therefore, deaf and blind children have, in common justice, as good a right to be educated as other children, not so afflicted. The work of instructing them is especially laborious and difficult because they can not be taught well nor cared for individually in common schools. They should be, by all means, sent to this institution to be instructed properly. Ignorance is one of the greatest foes to human progress.

The usual work of this institution is similar in most parts to that of schools for other children, but the money appropriated for the instruction of the pupils here is *not* bestowed in charity, but allotted for education due to them by the Territory, differing in no respect from any other public school fund except that in this case the money is appropriated from the general miscellaneous fund of the Territory instead of from district school treasuries. The deaf and the blind are both not taught by the same means of instruction, nor under the same condition as other children in schools, because the loss of their hearing and seeing is a great obstacle to their learning in ordinary schools. I still hope that the Territory will not be behind the various states which have been acting so liberally, humanely and

nobly with their schools for the afflicted. The public should bear in mind that the educated deaf or blind can reason better, study and read better, judge and express themselves better, have better facilities for business, and work in every way better than those who are left to live without receiving a worthy education from schools.

It is a wonder and a mystery to note how the deaf learn language through their eyes alone while the blind learn it through their hands, so that their misfortunes are no bars to education.

Arbor Day was well observed by the deaf in the school, by planting shade and fruit trees on the premises. To be made acquainted with nature and foster a love for gardening and horticulture broadens and enriches the pupils' minds. They should learn to cultivate and raise flowers, to improve and beautify their homes, as well as to be given lessons in vegetable and fruit culture.

The deaf pupils have a literary society of their own under the name of the Sunshine Literary Society, which has been doing excellent work in debates, essays and select readings, accompanied with monthly lectures from the teachers. The blind pupils have a club of their own, named the Montezuma Club, the object of which is to promote and encourage literary and musical work. The deaf pupils have joined the Silent Band of Mercy, formed five years ago, as a branch of the American Humane Education Society, which is acting as the present Band of Mercy in America, while the blind scholars organized a Humane Society for their own benefits, and their aims are to train and lead every scholar to grasp every opportunity to say a kind word and do a kind act and to make useful and good citizens.

At their meetings, held once a month or oftener, the teachers deliver addresses, tell anecdotes or give readings, urging mercy and kindness to all living creatures and also respecting the effect of alcoholism and the use of tobacco upon health and morals. They are of great help and of much interest to the scholars.

We earnestly hope that the incoming legislature will do something better for the school than heretofore, so that we may look forward to having better results in the near future than we have had in the past.

Yours Respectfully,

LARS M. LARSON,
Superintendent.

NORMAL SCHOOL OF NEW MEXICO.

SILVER CITY, N. M., Dec. 10, 1896.

Hon. Amado Chaves, Superintendent of Public Instruction:

I submit herewith a short report of the Normal School of New Mexico.

This institution has passed the second year of its history and is now entering upon its third. Two classes have been graduated, and this year finds a class exceptionally strong who are striving for the honors of the school. The enrollment for the first two months of the current term has exceeded the whole enrollment of the previous year. From this and favorable indications we judge we shall have a very large attendance this year.

We entered our new building on the 10th of November last and dedicated it with appropriate exercises. It is a beautiful building, well constructed, well equipped with all the modern conveniences and school appliances, and upon the whole well adapted for the purposes for which it was built. It is three stories high and contains eight rooms, including a large assembly hall. The laboratory apparatus has been lately increased and more than three hundred volumes have been added to the library. The professional library is especially strong, the selection having been a wise one, and particularly useful in the laboratory or source method of work which is employed.

The curriculum of the Normal has been enlarged and enriched during the current year by adding more professional branches and creating new departments of work. The scho-

lastic year is divided into two terms of twenty weeks each. The following courses of instruction are given its pupils:

FIRST TERM.

1. Arithmetic, whole term.
2. Geography, whole term.
3. Grammar and Language, whole term.
4. Word Analysis and Phonics, whole term.
5. U. S. History, whole term.

SECOND TERM.

1. Arithmetic, whole term.
2. Geography, whole term.
3. Rhetoric, whole term.
4. U. S. History, half term.
5. Drawing, half term.
6. Civil Government, half term.

THIRD TERM.

1. Algebra, whole term.
2. Physics, whole term.
3. Essays, whole term.
4. Ancient History, whole term.
5. Physiology, half term.
6. Vocal music, half term.
7. Latin or Spanish, whole term.

FOURTH TERM.

1. Algebra, whole term.
2. Modern History, whole term.
3. Botany, half term.
4. Zoology, half term.
5. Book-keeping, half term.
6. Literature, whole term.
7. Essays, whole term.
8. Cæsar or Spanish, whole term.

FIFTH TERM.

1. Geometry, whole term.
2. Psychology, whole term.
3. Orations, whole term.
4. History of Education and Present School Systems, whole term.
5. School Visitation and Illustrative Teaching, whole term.

SIXTH TERM.

1. Child-study and Genetic Psychology, whole term.
2. General and Special Methodology, whole term.
3. School Management, half term.
4. Geometry, whole term.
5. Teaching and Criticism, whole term.
6. Orations and Elocution, whole term.

SEVENTH TERM.

1. Solid Geometry, whole term.
2. Advanced Literature, whole term.
3. Philosophy of History, whole term.
4. Orations, whole term.
5. Parliamentary Law, whole term.
6. Chemistry, whole term.
7. Cæsar or Spanish, whole term.

EIGHTH TERM.

1. Trigonometry, whole term.
2. Geology, whole term.
3. Political Economy, whole term.
4. Orations, whole term.
5. Cæsar or Spanish, whole term.

This grouping of studies admits of four courses of instruction from which the student may make a choice..

First—An Elementary English Course consisting of those studies from the first to the sixth terms work inclusive, omitting Latin and Spanish.

Second—An English Course, adding the English branches in the seventh and eight terms.

Third—The Classic Course, comprising the same as the Elementary English and four terms of Latin or Spanish.

Fourth—The Academic Course, the same as the advanced English or Classic, omitting the professional branches except Psychology.

A Business Department is to be organized in connection with the Normal at the holidays. The course to be given consists of Book-keeping, Penmanship, Commercial Law, Commercial Arithmetic, Type-writing, Stenography and Business Correspondence.

The first three courses above carry with them the right to teach in any of the public schools of the Territory, but no such privilege is intended to be granted to the Academic or Business Course graduates.

The Normal requires the following evidence of scholarship from those who are seeking admission into it:

1. The possession of a teacher's certificate.
2. Having graduated from a high school or college, etc.
3. Having once attended the Normal.
4. A recommendation from the county superintendent.
5. Sufficient evidence, by formal examination or otherwise, upon the so-called common branches to write good English and to carry forward the class work successfully. Pupils are allowed to enter at any time of the term and can be properly classified.

Pupils holding creditable grades from other Territorial institutions or from other schools of merit may receive credit for their effort and be excused from taking the same branches in the Normal. But all professional work which is not less than one year's work must be done in this institution.

The public schools of Silver City are now under the supervision of the Normal, as far as the subject of methods is concerned, and hence our students in the Normal Department are

trained in teaching as an art as well as a science. They first study methods and management by direct observation, which is given by a model instructor; second, these student teachers practice the art not only in illustrative form but by actual practice under expert criticism.

From the foregoing it is plain to be seen that the Normal aspires to occupy a place in the educational system of the Territory that is not nor can not be occupied by any of the other institutions. In spirit, in thoroughness, and in the character of work done it aims to become a Normal School in reality as well as in name.

Respectfully submitted,

CHARLES M. LIGHT,

Principal.

CITY SCHOOLS.

SANTA FÉ.

Hon. Amado Chaves, Superintendent of Public Instruction:

DEAR SIR:—I herewith inclose my report as requested by you.

We have school in five buildings, which are in good condition and are supplied with necessary apparatus.

There are nine regular teachers and three assistants, who are progressive, faithful to their duties and are doing excellent work.

Teachers' meetings are held on the second and fourth weeks of each school month, at which subjects pertaining to the advancement of the schools are considered, educational theories are discussed and biographies of great educators are presented. Model recitations are conducted once a month by the teachers for observation on methods. These model classes are discussed and other methods are presented. Occasionally each teacher is given a half day vacation to visit other rooms to make observations.

A kindergarten has been established as an experiment. The attendance is large, the work is excellent and the satisfaction is perfect.

The superintendent and teachers are working to perfect the course of study, to grade the schools thoroughly in accordance with the latest approved methods, to make full and permanent records for future reference, to establish appropriate libraries for the different school buildings and to bring the schools to a high grade of excellence.

The Board of Education is economizing in all ways possible, so that money may be on hands in the near future to pay all bills in cash.

Statistics:

School census.....	1,168
Increase over last year.....	278
Enrollment.....	587
Increase over last year.....	102
Daily attendance, November.....	367
Increase over last year.....	64

Teachers for 1896-97:

Tilmon Jenkins, superintendent, principal of high school, University building.

Mrs. L. L. Brown, assistant principal, grammar department, University building.

Miss Lucy E. Dickson, principal Second ward, intermediate department.

Miss Tessie Call, Second ward, primary department.

Sister Anna Mary, principal, Sisters' School, grammar department.

Sister M. Constancia, Sisters' School, intermediate and primary departments.

Miss Fannie McNulty, principal First ward, intermediate department.

Mrs. B. P. Yrisarri, First ward, primary department.

Mrs. D. C. Fletcher, principal kindergarten.

Three assistant teachers, one for Sisters' School and two for kindergarten.

Board of Education:

Camilo Padilla, president.

Fred. Muller, vice-president.

H. S. Lutz, clerk.

Richard Gorman.

Marcus Eldodt.

A. B. Renahan.

Pablo Martinez.

J. M. Anaya.

Yours educationally,

TILMON JENKINS,
Superintendent.

ALBUQUERQUE.

The following report of Public Schools of the city for the year ending May 29, 1896, is respectfully submitted for your consideration.

As will be seen by the statistical report the enrollment for the year is 883, which is larger than that of any previous year, notwithstanding tuition was charged for non-residents. The average daily attendance has been better this year than ever before, and the schools have made quiet, steady progress. Except for the existence of contagious disease for a short time nothing has occurred to disturb the general attendance. There is need, however, of much greater effort on the part of parents and teachers to bring about a better condition in regard to punctuality and regularity. It is of vital importance that stress be laid upon this matter. Pupils who are continually tardy and irregular not only injure themselves by missing work and forming bad habits that will go with them into business and social life, but they interfere with the teacher's success in class instruction. Parents are earnestly urged to consider the im-

portance of keeping their children steadily at work in school, if health permits, to the last day of the year. The new regulation recently passed in regard to entering pupils is wise. Beginners, for whom new classes must be formed, will be admitted only during the first two weeks of the Fall and Winter term.

HOME AND SCHOOL.

The interested co-operation of parents in the school training and instruction of pupils is needed and desired by the school. We recognize the fact that the child belongs to the parent and that the school has no right to dictate to, nor encroach upon, the family. Yet the teacher will fail of the best results if there is not a relation of sympathy and helpfulness between the home and the school.

A teacher should never be condemned until his motive is understood and his work inspected. This requires personal interview, as the pupil is not always the best judge, and his report should not be final at home nor at school. When visits are not convenient, communication by writing is easy. A note of explanation or encouragement from the parent often is of great help to the teacher, and vice versa. When there is perfect understanding and accord between the teacher and parent the discipline of the child becomes easier both at home and at school.

The annoyance occasioned by petty troubles among pupils loitering on the way to and from school would soon adjust itself if parents would see that their children start for school at the proper hour, and return home promptly from school. The teacher has the children of many families together and cannot look after them on the streets. The school desires in the matter of discipline to use such measures and exert such influence as will be of greatest benefit to the pupils. For the good of the individual, the school, the home and the country, moral training cannot be placed second to anything else.

COURSE OF STUDY.

The general course of twelve years, including High School, is similar to that of the established Public Schools of the East, with such individuality exercised as to adapt the same to our particular conditions. We seek to give especial attention to the most important branches, endeavoring to guard against too much work, yet not neglecting a general culture which looks toward a uniform development of the child's powers, and the formation of well-rounded character.

EXAMINATIONS AND PROMOTIONS.

Wide experience has taught that the regular stated examination, as usually conducted, and as a basis for promotion, is a mistake, as more evil than good results. The formal examination occurring at the close of each month, overworks teachers and pupils, and is attended with such a waste of nervous energy as to be injurious to health. By this method it is possible for the pupil to be neglectful of his daily work, and abnormally cram himself the last week so as to pass the examinations. Many pupils fail to do themselves justice from excitement when so much is at stake, and others, less conscientious, take every advantage in resorting to dishonesty, having no higher motive than to pass. For these and other reasons such examinations have been abandoned.

The pupil should be led to feel that his daily work is what counts in his promotion and real development. The written examination, however, has a purpose when used in the right way. It tests the pupil's thoroughness, and often reveals poor methods of teaching, showing that there has been a lack of clearness or thoroughness in presenting the work. The place of the examination is at the close of a subject, or a division of a subject, so that there will be no stated occasion, but one examination at a time as a rule, and that unattended with any furor of excitement.

To emphasize the value of good recitations and to encour-

age the same, pupils whose work and deportment, as shown in daily records, will justify it, may be relieved from the final examination upon any subject. Regular promotion of classes occurs at the close of each year, but a pupil, at any time when found able, may be advanced.

VOCAL MUSIC.

Under the supervision of Mr. Herbert Harroun, vocal music was introduced as a part of the regular work October 24, 1894, and was continued the past year by Mr. J. P. Dupuy. In addition to the singing of bright, helpful songs, the purpose has been to teach pupils in all grades to sing by note, that they may become independent sight readers. This theoretical work does not give showy results at once, but if continued as begun, for a few years, the discipline and advantage gained will be worth the effort expended and will reflect credit upon the schools.

DRAWING.

The study of drawing, like vocal music, forms a part of the work of the best schools in the land. Some question the utility of this study, regarding it merely as an accomplishment. But those who have for years watched the result of such training are agreed that it is a practical study and helps to complete and round out the education of the individual. The introduction of drawing under the supervision of a specialist for the coming year, will meet with general approval.

SUPPLEMENTAL READING.

Reading, the most important of all first studies, should receive especial attention by teachers in primary grades, as it is here that good readers are made.

Practice makes perfect in reading as in everything else. The amount of reading matter in one set of readers is very small indeed, and yet the pupil spends years in this course. The result is that there is not enough practice given, and where books are adopted for a number of years, they become very

familiar to the pupil, and the frequent repetition of the old lessons becomes tiresome and interest lags. Then there is not the opportunity for cultivating a taste for general reading. Hence real progress in this important work demands fresh, interesting reading matter, new books, magazines, children's papers and good daily papers. The Board should own a number of sets of readers which could be passed from building to building, thus providing a constant supply of fresh reading at a minimum cost.

ANTI-CIGARETTE SOCIETY.

Discovering that the cigarette habit was fastening itself upon many of our school boys, and realizing the pernicious effect of the poisonous cigarette upon the developing body, an organized effort has been made to encourage the boys who wish to rid themselves of the habit. A society was formed with regular officers, and occasional meetings were held, at which time the program consisted of literary and musical exercises, and short talks on the effects of cigarettes on the health and system. Each member was furnished by the Woman's Christian Temperance Union, with a diamond-shaped German silver badge, which bore an appropriate inscription, and was the property of the wearer so long as he smoked no cigarettes. This society seemed to exert an influence for good. Many boys, though they did not smoke themselves, joined to help others.

PATRIOTISM.

Every wise opportunity is used to awaken and keep alive in the pupils the spirit of patriotism. As an encouragement in this direction the local post of the Grand Army of the Republic and the Woman's Relief Corps have, with the help of subscriptions made by the pupils themselves, furnished at each building a substantial flag-pole and a beautiful flag six by twelve feet, to be the property of the Public Schools.

SCHOOL EXHIBIT.

Near the close of the year 1895, at the Highland Building,

the various departments made an exhibit of school and industrial work. This educational fair was visited by a large number of people who generally pronounced themselves well pleased with the successful showing made. The exhibit was also shown at the Territorial fair.

The Superintendent received a short time ago, from the World's Fair authorities, a diploma of honorable mention for our exhibit at the World's Fair, and a diploma and medal awarded directly to the Albuquerque Public Schools.

HIGH SCHOOL.

During the past year the High School enrolled sixty-five students, not a large number, yet very creditable, when it is considered that the Public Schools have been organized but five years, and that the attendance of those ready for this grade of work is divided between the High School and the University. The two institutions are working in harmony and a helpful relation exists between them. The University grants to us the following

CERTIFICATE OF CREDIT:

The faculty of the University of New Mexico having confidence in the thoroughness of the teaching done in the Albuquerque High School, has designated it an "Accredited School," the students from it, who may apply for admission to the University, will be given credit, without examination, for all work that the Principal of said High School or the Superintendent may certify that they have satisfactorily done.

HIRAM HADLEY,
President of the Faculty.

J. S. PARSONS, Secretary.

The High School has graduated twenty pupils in the five years of its existence—fifteen young ladies and five young gentlemen. The school is steadily growing, and the future promises larger classes and more thorough work.

TEACHERS' MEETINGS.

The teachers' meetings the past year have shown marked advancement over those of previous years, and the effect is seen in the better work of the regular branches. It is the purpose of teachers to keep before them a high standard of practical work.

THE TEACHER.

The character of the work of any school is determined by the character of the teachers employed. This is invariably the truth, hence it is reasonable to say that the most serious and unselfish consideration should be given to the selection of teachers, letting ability and merit stand above everything else. The mere fact that an applicant needs the salary, or lives in a certain locality, or is a personal friend of the Superintendent or some member of the Board, should have no weight whatever unless qualification and special fitness for the position can be shown. Other things being equal, the home teacher should have the preference. Yet there is wisdom in employing a few teachers trained in different schools, having experience in cities. This keeps a system of schools from running in "ruts," or standing still. New life, new blood and new methods inspire competition which results in an awakened spirit and leads to growth and progress. It is unjust to the patrons of a school to employ any but capable teachers.

The teacher is to direct the development of mind and body, and any person aspiring to this responsibility should fit himself for the work. A normal school does not necessarily make good teachers of all who apply for admission; neither does a medical college make good physicians of all its students, because there must first be native ability. But none dare say that a physician is not a better physician by having a thorough training from those who are experts and mature in the profession.

But whether the teacher be normal trained or not, let him bring into the work right habits, earnestness of purpose, practical scholarship, ability to instruct and discipline, and such ele-

ments of character as will insure success. The true teacher is devoted to his work, controls his temper, is loyal to the school, and keeps in thought, at all times, the highest good of the pupils.

THE PRIMARY TEACHER.

The primary teacher, especially, should possess a mature and disciplined mind, having tact, ability and a warm heart to reach out in sympathetic touch with childhood, to awaken interest and intelligently unfold the budding faculties of the mind. No novice should be employed to teach in primary grades.

The stability of any structure is dependent upon the foundation, and especially is this true in education. The first four years of school work are the most important in the whole school life. These are critical years. Mistakes made in method and discipline at this period may mean the ruination of the child. But if the teacher possess an attractive personality and the ability to instruct, which gently lead to cheerful obedience and interested search for knowledge, and the foundation be well laid, the superstructure may be built to stand, and will be a monument to the success of the primary teacher as the architect.

In conclusion, I take this opportunity to cordially thank all who have shown our schools a helpful spirit. It is my purpose to guard, conscientiously, every interest that pertains to the Public Schools of this city, and, to the end that the best possible result, may be reached, the co-operation of all interested, is desired.

Respectfully,

CHARLES E. HODGIN,
Superintendent.

SOCORRO.

SOCORRO, N. M., Dec. 4, 1896.

Hon. Amado Chaves, Superintendent of Public Instruction:

DEAR SIR:—I herewith submit a report upon the educa-

tional work which has been done in the Socorro schools during the past year.

I feel that I may honestly report of the teachers of Socorro, that they do not regard their occupation as one of mere drudgery, but as one that gives them in their daily work, self-sufficient ideals for life's labor. They have met not only every line of work put forth, but every suggestion which would tend to develop better educational facilities, regardless of extra demands upon their time and energy, with hearty sympathy and enthusiasm. The fact has been borne in mind that education is not mere book-learning; that educated people are those whose minds are deeply imbued with truth, honor and patriotism; that these are the fundamentals of manhood and womanhood, and that they must be developed in our children in the common schools. It has been the aim of all teachers to reach every pupil from the start, and so, by reaching every child, to reach every parent. The relations between teacher and parent have been, almost without exception, friendly and mutually helpful. Interest and self-reliance are the two things which all teachers have labored earnestly to inculcate. We have worked upon the principle that interest is that which, above all else, gives force and momentum to ideas; that while not knowledge itself, it is the invisible principle of life that converts dead matter into living energy. In our endeavor to inculcate self-reliance, we have understood it to be the practical ability of a man to think and do for himself—the ability when a certain problem presents itself in his practical life to discover for himself its causes and results and to proceed about meeting it in an intelligent, independent manner. The work of the common schools, we think, must be devoted to meeting the condition about us, to preparing the individuals who compose the masses to take their places in the world, to give them that training which will best fit them to take their places as self-reliant, self-adjusting men and women.

COURSE OF STUDY.

The following is the course of study, as formulated by the principal:

FIRST OR PRIMARY GRADE.

Reading—First reader. Teach long and short sounds of vowels.

Spelling—From reader.

Writing—With reading, spelling and language.

Language—With the reading principally.

Numbers—Easy combinations.

SECOND GRADE.

Reading—Second reader and supplementary reading. Teach elementary sounds as they occur in the reader.

Spelling—From the reader.

Writing—With reading principally.

Language—Combined with other subjects.

Numbers—Combinations from 10 to 100.

THIRD GRADE.

Reading—Third reader and supplementary reading.

Spelling—With reader.

Writing—Copy-book and with other subjects.

Language—Oral and written.

Arithmetic—Oral and written.

Geography—Elementary geography.

FOURTH GRADE.

Reading—Third reader and supplementary reading.

Spelling—With reader.

Writing—Copy-book.

Language—Oral and written.

Arithmetic—Oral and written.

Geography—Elementary geography.

FIFTH GRADE. •

Reading—Fourth reader, primary history and supplementary reading.

Spelling—With spelling-book and reader.

Writing—Copy-book.

Grammar—Text book, elementary grammar.

Arithmetic—Elementary text book completed.

Geography—Elementary geography completed.

SIXTH GRADE.

Reading—Fourth reader, primary history and other supplementary reading.

Spelling—With spelling-book and reader.

Writing—Copy-book.

Grammar—Elementary grammar completed.

Arithmetic—Complete arithmetic begun.

Geography—Complete geography begun.

SEVENTH GRADE.

Reading—With reader and reading of English classics.

Spelling—With spelling-book and reader.

Writing—Copy-book.

Grammar—Higher text-book completed.

Arithmetic—Complete arithmetic finished.

History—United States history completed.

Civil government—Text-book completed.

EIGHTH GRADE.

English Literature—In connection with study of English classics.

Rhetoric—Text-book completed.

Algebra—Elementary algebra.

Physical Geography—Text-book completed.

Physiology—One-half year.

Arithmetic—One-half year.

NINTH GRADE

English Literature—Study of authors in connection with their work.

Algebra—One-half year.

Physics—Physics by experiment.

Geometry—Four books.

Political Economy—One-half year.

General History—One-half year.

Botany—One-half year.

Hygiene and simpler physiology is taken up in all grades below the sixth. In the sixth and seven grades, the subject is taught from charts. Lessons are given twice a week, and a fair general knowledge of the subject is firmly fixed in the pupil's mind by means of frequent drills on what has been gone over in previous lessons. Physiology is not taken up through a text book until the eighth grade is reached.

CONCLUSION.

I believe there has been laid in the Socorro schools a sound basis for genuine education, and there is certainly a spirit among teachers and pupils, loyal, true and enthusiastic, which bids well for their future.

Board of Education, 1896-97:

E. L. Browne, President.

August Winkler.

Frank Willoughby.

Meliton Torres.

Silas Alexander.

Filomeno Miera.

B. F. Leggett.

Victorio Ulibarri.

Teachers for 1896-97:

U. Francis Duff, Principal.

Mary R. Riggle, Intermediate.

Sister M. Euphrosyne, Intermediate.

Mary Berry, Primary.

Sister M. Imelda, Primary.

Very respectfully yours,

U. FRANCIS DUFF,
Principal of Schools.

EAST LAS VEGAS.

EAST LAS VEGAS, N. M., Nov. 27, 1896.

Hon. Amado Chaves, Superintendent of Public Instruction:

DEAR Sir:—I hereby submit to you the following report of the East Las Vegas public schools for the years 1895-96.

The schools were in session nine months, not including a two weeks vacation at the time of the Christmas holidays.

The schools are fairly well supplied with charts, globes, maps and histories for reference. It has not been the policy of the schools to teach from text-books alone, but to interest the pupils in outside reading and investigation. Much has been done through the various literary societies in teaching parliamentary rules, writing, speaking and discussing the various live topics of the day.

The schools are becoming more and more efficient in the way of exactness, neatness and thoroughness. Every department of the schools gave exhibits of writing, drawing and daily work. These were very creditable and highly commended by all who examined them.

We have as yet no special teacher in drawing or music, but the Board of Education considering the importance of these subjects, and it is hoped that in the near future specialists will be employed to give instruction in them.

Teachers' meetings were held regularly every two weeks. "The School Room Guide," by De Graff, was adopted as the basis of study. But many practical and important subjects were discussed aside from the adopted book. Time and space will not permit a full rehearsal of all the work done at these

meetings, but will say that much better and more thorough work was done in the schools because of the work done in the teachers' meetings.

BUILDINGS.

Until this year two buildings of four rooms each have been sufficient to accommodate our schools. But the increase of pupils made it necessary for the board to provide more room. Consequently the Academy building of four rooms, formerly occupied by the "New West," was rented and made convenient and attractive for public school purposes. (I may remark by way of parenthesis that the Las Vegas Academy closed its doors last June to give place to the onward march of the public schools.)

Board of Education:

J. A. Carruth, president.
C. V. Hedgcock, vice-president.
A. B. Smith.
J. M. D. Howard.
E. Henry.
G. V. Reed.
L. C. Fort.
Mr. Gregory.
John York, secretary.
C. E. Perry, treasurer,

Teachers for 1896-97.

J. A. Wood, superintendent.

CENTRAL BUILDING.

Miss Mary E. Henry, principal of High school.
Miss Maggie Bucher, eighth grade.
Mrs. W. B. Bunker, part of fifth and sixth grades.

ACADEMY BUILDING.

Miss Lucy Stone, principal, seventh grade.

Miss Flora Beschle, sixth grade.
Miss Jasephine O'Keefe, fifth grade.
Mrs. Sallie Douglas, fourth grade.

PUBLIC SCHOOL BUILDING.

Mrs. Mattie Garlick, principal, third grade.
Miss Belle Rogers, second grade.
*Miss Ella Bloom, first grade, A division.
Miss Minnie Holzman, first grade, B division.

*Miss Bloom was taken with typhoid fever and was unable to begin her school. After a long protracted illness she passed away, during which time Miss May Howard supplied very acceptably for three months, when Mrs. J. B. Dickenson was chosen as the regular teacher, and Miss Howard continued as supply teacher.

Financial statement from September 1, 1895, to September 1, 1896:

RECEIPTS.

Balance on hand, Sept. 1, 1895.....	\$ 130 27
Liquor license.....	1,809 32
Fines.....	5 00
Sundries.....	1 50
Tuition.....	205 50
Taxes.....	3,811 56
Apportionment.....	750 76
Poll tax.....	36 90
Borrowed from San Miguel Bank.....	1,400 00
Total receipts.....	\$ 8,151 81

DISBURSEMENTS.

Teachers' salaries.....	\$ 5,069 17
Treasurer's salary.....	50 00
Secretary's salary.....	120 00
Janitor's salary.....	475 00
Interest on loan.....	152 13
Carried forward.....	\$5,866 30

Brought forward	\$5,866 30
Water tax	95 40
Printing and stationary	43 00
Fuel	119 89
Miscellaneous	265 85
To purchase land to enlarge campus	100 00
San Miguel Bank bills P	1,400 00
Cash balance, Sept. 1, 1896	261 39
	\$ 8,151 81

STATISTICS FOR THE YEARS 1895-96.

School census of East Las Vegas	709
Number of months school was in session	9
Number of pupils enrolled in school, 1895-96	491
Average daily belonging, 1895-96	420.8
Average daily attendance, 1895-96	402.7
Per cent of attendance on belonging	95.7
Number of cases of tardiness during the year	437
Average number neither tardy nor absent	219.2
Number reported to the superintendent	14
Number of cases of corporal punishment	52
Number suspended for misconduct temporarily	1
Number suspended for absence temporarily	1
Number of cases of truancy	20
Number of times teachers were tardy	22
Number of days teachers were absent	3.5
Number of visits to the schools	1049
Number of graduates	10

STATISTICS FOR FALL TERM OF 1896.

School census of East Las Vegas	772
Number enrolled in schools to date	557
Average daily belonging	505.1
Average daily attendance	485.5
Per cent of attendance on belonging	96.1
Number enrolled in primary department	305

Number enrolled in grammar department.....	217
Number enrolled in the high school.....	35
Number of Mexican children enrolled.....	102
Number of colored children enrolled.....	10
Number of Italian children enrolled.....	4

The public schools of East Las Vegas are in a healthy, growing condition, as is evidenced by the fact that the average daily attendance for November, 1895, was 412.1, while the average daily attendance for November, 1896, was 512, an increase of 100:

All of which is respectfully submitted,

J. A. WOOD,
Superintendent.

SILVER CITY.

Board of Education, Independent school district of Silver City, N. M.:

C. Bennett, president.

M. V. Cox.

D. P. Carr, secretary.

SILVER CITY, N. M., Nov. 30, 1896.

Hon. Amado Chaves, Territorial Superintendent Public Instruction:

Dear Sir:—Having made a change of principals in our schools, the new principal could not furnish you with much information about our last term, neither have the board any facilities for supplying special information, as only one member was connected with the board during that term. The principal employed in the schools during the last term made a specialty of the High School and graduated a class of six—five females and one male—at the close of the term, May 22nd, to whom diplomas were issued as the first graduates from the Silver City High School.

This year the board and the principal deem it of the highest importance to work in harmony with the Normal School located

here, instead of competing with and antagonizing it, and the course of study has been so arranged that the eighth grade is the highest in our school, articulating with the course in the Normal.

Last year this district paid the principal \$125 per month; this year the salary was reduced to \$100 per month. The assistant receives \$76 and the three lady teachers, each, \$60 per month.

Both the principal and his assistant—Prof. Hughes and Mr. Chas. E. Hill—are graduates of the National Normal University at Lebanon, Ohio. The other teachers are Misses Mary Agee, Mabel Miller and Belle L. Eckles (the latter the first graduate of the Silver City Normal.)

The schools of Silver City are now, and have been for the past two years, very much crowded. The report for the third month of the present term just closed shows an average daily attendance as follows: Prof. Hughes' room, seventh and eighth grades, 38; Mr. Hill's, fifth and sixth, 45; Miss Agee's, third and fourth, 57; Miss Miller's, second, 45; Miss Eckles', first, 77. The latter is divided into two classes; the chart class attend in the morning and the reading class in the afternoon.

We have no more room in the building, and will not be able to more than pay the expense of a nine or ten months' term with the present force of teachers. The city council disapproved, by ordinance, of the special levy made by this board for school purposes, and unless the revenues of the district are increased from some other source the school will be badly crippled for the term of 1897-8.

I hope that the Legislative Assembly will fix the Territorial levy at not less than 3 mills. Very truly yours,

D. P. CARR.

PRIVATE AND SECTARIAN SCHOOLS.

In addition to the public schools of the Territory, New Mex-

ico also boasts the possession of many private sectarian schools, which have done much to advance the educational interest of the territory.

PRIVATE SCHOOLS.

ST. MICHAEL'S COLLEGE, SANTA FE.

*Hon. Amado Chaves, Superintendent of Public Instruction,
Santa Fe, N. M.*

This institution was opened in the year 1859 by the late Most Rev. Archbishop (then Bishop Lamy), and entrusted to the management of the Christian Brothers.

It may rightly be called the first established educational institution for boys in New Mexico.

In 1874 it was incorporated, and the Legislature of 1891 has privileged it with the power of giving teachers' certificates to its graduates. Such certificates are acceptable in any county in the territory.

In 1878 a three-story building, 160 feet long, fronting College Street, was erected at a cost of \$20,000, and in 1887 another three-story edifice, 133 feet by 44 feet was built, also at a cost of \$20,000.

The college is self-supporting, is endowed and receives no share of the public funds, though it has erroneously been asserted that it receives such aids.

During the last scholastic year it enrolled ninety-eight pupils, consisting of boarding and day scholars.

The faculty is composed of ten members of the Order of the Brothers of the Christian Schools. The president is now in the twenty-seventh year of his presidency of the college, and is a member of the Territorial Board of Public Instruction.

The course of study includes the commercial branches, type-

writing, phonography; also chemistry, assaying, telegraphy and music.

It has a cabinet of minerals and a chemical laboratory pronounced by visitors as the best in the Territory.

Very respectfully yours,

BRO. BOTULPH,
President.

METHODIST.

Mr. Thomas Harwood has had charge of the Methodist school at Albuquerque, which accommodated students from Colorado and northern and southern New Mexico, and has proved, under his able management, to be among the most successful schools of the Territory.

PRESBYTERIAN.

The first Presbyterian mission teacher came to Santa Fé, N. Mex., in the fall of 1867. The teacher was Miss C. A. G. Gaston, now Mrs. John Menaul. During the summer of 1867 the children were taught in the homes of their parents, as suitable buildings could not be found in which to hold the school. In the fall of 1869 a mission school was opened in Las Vegas, and in 1873 a school was opened in Taos with two teachers. In 1877 the missionaries visited the people of Jemez, and in 1878 Dr. Shields came as physician and teacher to the Jemez Indians. The material for building the school at Jemez was bought in Denver and brought over by mule teams. Dr. Shields continued his labors for a period of fourteen years, leaving two schools well established—one Indian and one Spanish. The Spanish school is still being carried on at the Jemez Hot Springs. During the past ten years the Presbyterian schools have been the means of giving an education to hundreds of the native boys and girls of New Mexico.

Sectarian Schools.

CATHOLIC.

Name and Location.	Num- ber of schools	Num- ber of months taught.	Num- ber of teach- ers.	Enroll- ment.	Total daily aver- age	Value of school property.
San Miguel College, Santa Fé.....	1	10	8	88	80	\$ 40,000
Academy of Loretto, Santa Fé.....	1	10	4	60	50	34,000
De La Salle Institute, Las Vegas.....	1	10	3	100	95	10,000
St. Mary's Parochial School, Albuquer- que.....	1	10	4	80	75	20,000
St. Vincent's Academy, Albuquerque...	1	10	4	90	85	40,000
Sisters of Loretto Indian Boarding School, Bernalillo.....	1	10	8	160	160	20,000
Convent of St. Joseph, Taos.....	1	10	4	100	90	3,000
Sacred Heart Academy, San Miguel.....	1	10	3	75	70	7,000
Convent of Mercy, Las Vegas.....	1	9	3	60	50	2,500
Academy Immaculate Conception, Las Vegas.....	1	10	6	135	120	6,000
Orphanage, Santa Fe.....	1	12	2	100	100	10,000
Our Lady of Guadalupe, Sapello.....	2	10	4	115	100	200
Mora Academy.....	1	10	5	110	100	5,000
Socorro.....	1	10	4	32	30	5,000
Las Cruces.....	1	10	4	40	30	5,000
Mesilla	1	10	2	40	30	5,000
Silver City.....	1	10	2	30	25	3,000
Los Alamos.....	1	10	2	35	30	2,000
Total.....	19	10	72	1,450	1,320	\$ 217,700

METHODIST.

Tiptonville.....	1	4	1	12	10	\$ 2,000
Peralta.....	1	4	1	30	20	.....
Martinez	1	4	1	25	20	.....
San Juan	1	8	2	35	25	2,000
Las Cruces... ..	1	10	1	60	40	.....
Albuquerque College.....	1	9	4	75	45	10,000
Total.....	6	7	10	237	160	\$ 14,000

NEW WEST EDUCATIONAL COMMISSION.

New West Academy.....	1	.....	.....	.....	.....	\$ 25,000
Los Barelás.....	1	6	1	65	50	.....
Ranchos de Albuquerque.....	1	6	1	64	50	.....
Las Vegas Academy.....	1	10	5	85	70	19,000
Ranchos de Atrisco.....	.....	.....	.....	.....	.....	.....
Total	4	6	7	219	170	\$ 44,000

PRESBYTERIAN.

Laguna.....	1	10	2	70	45	\$ 1,000
Albuquerque	1	10	5	50	50	3,000
Santa Fé.....	1	10	6	60	60	14,000
El Rito.....	1	10	1	60	50	1,000
Embudo.....	1	10	1	50	45	.....
Jemez Hot Springs.....	1	10	1	60	45	1,200
Las Cruces.....	1	10	2	100	80	1,500
La Costilla.....	1	10	1	35	20	.....
Arroyo Hondo	1	6	1	65	50	.....
Upper Arroyo Seco.....	1	6	1	50	45	.....
Peñasco.....	1	10	1	50	35	1,200
Buena Vista .....	.....	.....	.....	.....	.....	1,500
Cañon Bonito.....	1	10	2	100	75	1,000
Chaperito.....	1	10	1	60	40	600
Corrales.....	.....	.....	.....	.....	.....	1,200
Las Vegas.....	1	10	2	.....	.....	2,000
Los Lentes.....	1	6	1	70	45	.....
Mora.....	1	10	1	40	30	2,000
Pajarito.....	1	10	1	40	30	1,500
Placitas	1	10	1	30	28	500
Raton.....	1	10	2	200	160	1,600
Taos	1	10	1	50	40	1,800
Prado.....	1	10	1	70	60	500
El Rancho.....	1	10	2	130	100	1,800
Jarales.....	1	6	1	30	25	.....
Total.....	23	9	38	1,505	1,178	37,900

RESUME.

Denomination.	No of Schools	No. of Mos. Taught	No of Teac'rs	Enroll- ment.	Total Daily Average	Value of Property.
Catholic.....	19	10	72	1,450	1,320	\$ 217,700
Methodist.....	6	7	10	237	160	14,000
New West.....	5	6	7	219	170	44,000
Presbyterian	23	9	38	1,505	1,178	37,900
Total.....	53	9	127	3,411	2,828	313,600

Territorial Institutions.

Name of Instiitutions.	No. of Schools.	No mos. taught.	No. of Teachers	Census.	Enrollment.	Total daily aver- age.	Total Re- ceipts.	Total Ex- penditures.	Total Value of School Property.	Total amt. of Salary paid to Teachers.	Total amt. paid for rent, fuel, lights and miscella- neous.	Total amt. of interest on Indebt- edness.	Total amt of Indebt- edness.
University of New Mexico...	1	10	10	....	100	60	\$11,382 00	\$11,705 69	\$36,000 00	\$ 9,676 66	\$ 2,029 03	.....	.....
New Mexico College of Agri- culture.....	1	10	16	....	117	70	43,881 75	48,231 13	62,000 00	30,477 03	13,643 54	.....	.....
New Mexico Institute for the Deaf and Blind....	1	9	3	....	22	22	2,706 00	2,706 00	5,000 00	937 00	1,769 00	.....	.....
New Mexico School of Mines.	1	7	2	...	26	25	4,700 00	4,700 00	50,000 00	3,300 00	1,400 00	.....	.....
Normal School, Silver City...	1	9	3	....	52	38	*	*	40,000 00	3,700 00	*	.....	.....
Totals.....	5	45	34	....	317	215	\$62,969 75	\$67,342 82	\$193,000 00	\$ 48,090 69	\$18,841 77	.....	.....

*No datas available.

City Schools.

Name of city,	No. of schools.	No. of months taught.	No. of teachers.	Census.	Enrollment.	Total daily average.	Total receipts.	Total expenditures.	Total value of school property.	Total amount of salary paid to teachers.	Total amount paid for rent, fuel, lights and miscellaneous.	Total amount of interest on indebtedness.	Total amount of indebtedness.
Santa Fé.....	5	6	9	1,168	587	367	\$ 6,861 08	\$ 4,325 00	\$ 2,000 00	\$ 3,500 00	\$ 825 00	.....	\$ 5,000 00
Albuquerque.....	5	9	18	1,242	883	633	25,446 21	21,119 63	48,000 00	14,595 00	1,230 57	\$ 3,717 00	60,000 00
Socorro.....	5	9	5	.....	349	222	4,319 15	3,762 21	25,000 00	2,600 00	902 26	259 95	.....
East Las Vegas.....	2	9	10	709	491	402	8,151 81	8,151 81	15,000 00	5,069 17	385 74	152 13	1,400 00
Raton	2	9	9	790	490	265	5,749 92	5,749 92	30,000 00	5,535 00	214 92	.....	.....
Silver City.....	1	9	5	568	368	230	5,956 13	5,641 53	10,000 00	3,420 00	714 68	.....	.....
Total	20	8	56	4,477	3,168	2,119	\$56,484 30	\$48,750 10	\$130,000 00	\$34,719 17	\$4,273 11	\$4,129 08	\$66,400 00

ANNUAL REPORT OF SUPERINTENDENT OF PUBLIC INSTRUCTION FOR THE YEAR 1895-6.

Counties.	No. of District	Teachers			Enrollment			Average daily attendance			No of scholars between ages of 5 and 21 years			No. of schools	Months taught	Receipts				Expenditures				
		Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total			Balance Dec. 1, 1895	From county school fund	Poll tax, fines, etc.	Total	Teachers' wages	Rent, fuel, etc.	School houses and grounds	On hand	Total
Bernalillo.	51	36	19	55	1,328	918	2,276	1,068	755	1,823	3,633	3,233	6,866	52	5	\$7,637 18	\$11,934 42	\$3,299 38	\$22,870 98	\$11,270 72	\$2,080 47	\$1,061 94	\$8,457 85	\$22,870 98
Chaves	10	2	15	17	217	253	470	169	191	360	502	481	983	10	7 1/2	4,381 72	3,977 02	2,676 30	10,735 04	6,160 00	965 04	2,049 50	1,560 50	10,735 04
Colfax	27	17	26	43	811	698	1,509	533	473	1,006	1,614	1,419	3,033	30	4	2,454 59	5,106 10	9,130 05	16,690 74	11,729 65	1,417 40	586 45	2,957 24	16,690 74
Doña Ana	31	10	18	28	667	504	1,171	348	291	639	1,781	1,918	3,699	23	4	1,980 80	5,268 55	2,730 97	9,280 32	6,412 91	447 53	492 40	1,927 48	9,280 32
Eddy	13	6	10	16	285	320	605	179	232	411	260	615	875	12	5	658 17	3,432 12	1,109 45	*5,199 74	5,720 00	506 58		597 12	6,823 70
Grant	23	10	27	37	726	587	1,313	435	362	797	1,453	1,168	2,621	26	5	1,867 82	19,572 28	5,076 33	26,516 43	15,069 51	1,433 42	1,606 64	4,795 07	†22,904 64
Guadalupe	15	9	2	11	252	212	464	220	180	400	641	639	1,280	11	3	840 89	1,169 34	45 30	2,055 53	599 98	51 60		1,403 95	2,055 53
Lincoln	35	17	10	27	388	307	695	230	219	449	1,025	687	1,712	21	3	1,586 37	2,616 75	1,584 15	5,787 27	4,158 86	271 61	298 31	1,058 49	5,787 27
Mora	22	5	3	8	527	398	925	348	202	590	822	733	1,555	8	3	1,606 23		1,446 86	3,113 09	1,306 14	112 50	775 85	918 60	3,113 09
Rio Arriba	43	29	6	35	780	421	1,201	623	285	908	777	452	1,229	33	3	3,919 87	3,376 51	52 50	7,348 88	3,927 28	198 00	2 00	3,221 60	7,348 88
Sierra	12	5	8	13	318	266	584	175	141	316	473	423	896	14	5	1,304 11	1,576 40	1,088 34	3,968 85	2,710 25	439 81	7 05	811 74	3,968 85
San Miguel	93	63	28	91	1,925	1,428	3,353	1,404	994	2,398	3,579	3,067	6,646	90	3	4,536 00	7,710 74	11,153 41	23,400 15	14,237 04	612 03	3,438 55	5,112 53	23,400 15
Santa Fé	28	23	9	32	822	419	1,241	536	288	824	1,864	1,669	2,533	30	4	4,136 87	4,567 77	573 90	9,278 54	5,444 63	1,169 85	31 60	2,632 46	9,278 54
San Juan	22	13	8	21	320	235	555	244	183	427	503	375	878	21	4	287 38	2,369 54	539 78	3,196 70	1,828 26	18 15	506 73	843 56	3,196 70
Socorro	49	24	15	39	1,163	837	2,000	710	537	1,247	2,026	1,670	3,696	39	4	2,982 66	10,867 49	3,443 22	17,293 37	8,956 40	2,558 19	508 96	5,238 82	17,293 37
Taos	33	16	3	19	432	170	602	355	140	495	1,566	625	2,191	18	3	864 49	2,613 79	568 37	4,046 65	2,055 00	217 31	180 11	1,594 23	4,046 65
Union	18	8	4	12	236	167	403	165	114	279	635	497	1,132	10	4	702 01	1,323 00	4,350 01	6,375 02	2,579 70	407 36	1,145 84	2,242 12	6,375 02
Valencia	37	20	4	24	678	146	824	357	92	449	1,808	1,204	3,012	24	4	3,119 29	1,078 00	1,481 17	5,678 46	3,244 27	452 61		1,981 58	5,678 46
	562	313	215	528	11,875	8,316	20,191	8,139	5,679	13,818	23,962	20,875	44,837	472	4	\$44,926 45	\$88,559 82	\$49,349 49	\$182,835 76	\$107,410 60	\$13,390 46	\$12,691 93	\$47,354 94	\$180,847 93

*Eddy County—Outstanding warrants \$1,623.96.
†Grant County—Difference not accounted for in Supt. Report between receipts and expenditures \$3,611.79.

RESUME:

	Teachers			Enrollment			Average daily attendance			No. of scholars between ages of 5 and 21 years			No. of schools	Months taught	Receipts				Expenditures					Value of property	Indebtedness
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total			Balance Dec. 1, 1895	From county school fund	Poll tax, fines, etc	Total	Teachers' wages	Rent, fuel, etc	School houses and grounds	On hand	Total		
District Schools	313	215	528	11,875	8,316	20,191	8,139	5,679	13,818	23,962	20,875	44,837	472	4	\$44,926 45	\$88,559 82	\$49,349 49	\$182,835 76	\$107,410 60	\$13,390 46	\$12,691 93	\$47,354 94	\$180,847 93	\$131,429 57	\$ 1,623 96
City Schools			56			3,168			2,119			4,477	20	8				56,484 30					84,750 00	130,000 00	66,400 00
Territorial Institutions			34			317			215				5	9				62 969 75					67,342 82	193,000 00	
Sectarian Schools			127			3,411			2,828				53	9									316,660 00		
Totals			745			27,087			18,930			49,314	550	8				\$302,289 81					\$332,940 75	\$774,089 57	\$68,023 96